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AUTHOR Richmond, Carol A.
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ABSTRACT

Outlined are the components of Project ADVANCE, a behavior modification program for severely emotionally disturbed children (14 to 20 years old); reported are results of a questionnaire sent to parents of children enrolled in Project ADVANCE; and summarized are data on the academic achievement of Project ADVANCE participants. Among the program components covered in the outline are identification of problem areas, the bonus point system, recreational activities, the time out room, contracts, and the educational team. Among findings reported from the questionnaire survey and program evaluation is that only one parent felt that their child's behavior remained the same and none felt it had deteriorated. (SBH)

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Practical Applications of A Behavior Modification Management System Project

Carol A. Richmond

Presentation: 56th International Convention of the Council for Exceptional Children

William H. Adams, Ed.D.
Salem County Vocational Technical Schools

Running Head: Practical Applications

EC 110372

In compliance with Public Law 94-142, the Salem County Board for Vocational Education was motivated to provide a public school program for those students in Salem County classified emotionally disturbed/ socially maladjusted. In the year 1974-75, the percentage of pupils in non-public programs/services in New Jersey was 31.1%. Pupils in Special Educational classes made up 29.8% and other programs such as home instruction and resource rooms made up 38.9%. In the same year, the percentage of socially maladjusted students in non-public programs/ services was 7.8*. These state percentages are reflected in Salem County and show a significant need for a public school program for these students. There was also the desire to return to our county those students who were in residential facilities outside our county and state and to provide the least restrictive environment as mandated by law. With these interests in mind, Project ADVANCE was established under the auspices of the Salem County Board for Vocational Education, under the supervision of Dr. William H. Adams.

In addition, New Jersey has always been a forerunner in establishing needed services and programs for handicapped citizens and continues to demonstrate its committment to provide education to all its citizens.

In 1976-77, the Salem County Board for Vocational Education leased a corner section of an old shopping mall and Project ADVANCE was born. The building was entirely renovated by students from the Salem County Vocational Technical Building Trades, Electrical and Plumbing classes.

The staff that was assembled consisted of one Director-Program

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* Resource Booklet, State of New Jersey, Department of Education, Branch of Special Education and Pupil Personal Services, 1974-75.

Supervisor, one Coordinator Counselor, three certified special education teachers, three teachers aides and one pre-vocational teacher. In the second year of operation, the staff was expanded to include one Director of Special Needs and one Program Supervisor. Ancillary services are provided by our new child study team, which is made up of a school psychologist, a learning disabilities teacher-consultant and a social worker. The child study team is mainly concerned with the programatic needs of the Project ADVANCE population as opposed to diagnostic needs. In addition, a necessary component of the program is professional consultation services as provided by a behavior modification expert, a curriculum development expert and a research statistician.

II. BODY

A. Identification of Problem Areas

In the initial phase of development, the staff identified five problem behaviors which had to be reshaped in a positive direction if our students were to return to their sending districts. These behaviors were:

- Physical Acting Out (Unacceptable Behavior)
- Verbal Acting Out (Inappropriate Behavior)
- Distraction Behavior (Attention Getting Behavior)
- Leaves Area (Restlessness)
- Doesn't Stay With Assignments (Short Attention Span)

This led to the establishment of the acronym C-H-A-D-S which has served as the basis for the behavior modification system. CHADS stands for:

C cursing

H hitting

A assigned area

D day-dreaming and disrupting

S staying on tasks

B. Original Baseline Collection

Once the five problem areas were identified, a ten day baseline evaluation was undertaken. A record was kept of the number of violations committed by the student in each of the five target behaviors over a ten day period.

C. Basic Point System

In conjunction with the first baseline, the staff began to

incorporate the behavior management system into the daily academic programming. This system called for the rewarding of points (one point for each of the five target behaviors) for appropriate behavior at fifteen minute intervals throughout the day. The points would be given if the student did not violate any of the target behaviors:

5 points - No violations

4 points - One target violation

3 points - Two target violations

2 points - Three target violations

D. Bonus Point System

Using the regular point system as previously described, a student can earn a maximum of 97 points. In addition, there are numerous ways a student can earn bonus points. One method is by merely coming to school. This effort is rewarded with an immediate 10 points. If there are no referrals to the workroom for a week, the student receives 50 bonus points at the end of the week. The top student in each class is awarded 100 points at the end of that week. Perfect weekly attendance results in a bonus of 50 points. When classroom work is completed, a student can earn bonus points by working on extra academic tasks such as word puzzles, job application forms, etc.

E. Penalties

As is consistent with behavior modification theory, points are always earned by the student, with the emphasis on earned, thus reflecting the reward of positive behavior. However, a reinforcer may be negative if its removal increases the strength of a behavior. According to Henry Reinert in his book, Children In Conflict, "negative reinforcement appears to have a more limited applicability to the teach-

ing process than does positive reinforcement; however, its effective use is often critical in the solution of specific problems". Thus, as a method of controlling some specific behaviors, a small penalty system was instituted. Going to the bathroom or getting a drink is 5 points. Also, the staff felt that it would be beneficial if some kind of penalty was established to pinpoint malicious peer teasing. This resulted in the establishment of TNT: teasing and taunting. The penalty is minus 3 points.

F. Spending Points

At the core of any behavior modification system is the opportunity to establish appropriate rewards for earned points. This opportunity exists at Project ADVANCE. It should be noted that an effective reward system can exist only with the cooperation and support of those people who are responsible for funding such ventures. Often, these very people (parents, taxpayers, Boards of Education) fail to understand the importance of providing appropriate rewards; they are sympathetic and supportive of your behavior modification system in all areas but this crucial one. Fortunately, in Salem County, we have a progressive and dependable board who is very cooperative in this area.

The points are given twice during the day: once in the morning, and once at the end of the day. Students are allowed to purchase small consumable items from the school store or bank their points for future purchases. Consumable items may include:

Shampoo	T-Shirts
Model airplane	Basketballs

To purchase sugar-free food items, the student must earn 60 points in the A.M. and 20 points in the P.M. Only one edible item may be purchased in the morning and one in the afternoon. Larger purchases are ordered thru the classroom aide and distributed at the end of the day. Larger purchases have varying prices. A student may elect to bank his points for larger purchases or trips.

In addition, the two highest students in each classroom on Friday will be eligible to attend a YMCA or bowling trip.

G. Prevocational Shop

Project ADVANCE offers a pre-vocational shop on a daily basis to all students. Our students are given the opportunity to work in a shop-like atmosphere that includes industrial arts project making, home mechanics, and selected vocational skills. Emphasis is placed on safety, small hand tool usage, accepting instruction and supervision, following directions, and interacting with others through sharing.

An elementary level of projects is provided free of any point charge. These basic projects act as an introduction to the shop and include birdhouses, shoe shine kits and small lamps and napkin holders. When a student completes a first level project, he/she receives a certain amount of points based on the shop teacher's evaluation of the project. The student can then progress to a second level project. At this level, the student must purchase the project at a cost of 500 points. These projects may include book cases, stereo speakers, cabinets or chess/checker tables. The completed project can be kept by the student or sold for points to the school store.

H. Recreational Activities

Our staff realized early on in the program that simply structuring the academic time was not enough; there would have to be some work

with the student's social and physical skills. In order to work on these areas, it was decided that the afternoon would be oriented toward the student's social skills and the outside time would be geared toward improving basic coordination and athletic skills.

The only time the students are in genuine group activities is during the outside period after lunch. It is during these periods that the staff can begin to see the development of social skills. The program, at this time, is oriented around various activities (volleyball, hockey, basketball, horseshoes, field and track, etc.) and a staff member supervises and directs each activity. In each activity various skills are practiced. The students engage in the skill activities and can earn a maximum of 30 points for participation and cooperation. The points earned each day are charted and go toward A, B, and C level field trips. It is on these field trips that the social skills the student has developed can be tested.

I. Afternoon Courses

During the afternoon time the students work on individual or small group activities. The emphasis is to aid each student with social skills. Many of our students do not have the skills necessary for relating to individuals and groups. By exposing the students to activities which bring them into close contact with one another, we hope to slowly cultivate cooperation, patience and increase frustration tolerance. In order to assist in this process, points are again rewarded, just as in the morning sessions.

J. Time Out Room

Upon request by a student that he/she no longer feels comfortable in the classroom and/or upon referral by the teacher that the student

may be slightly disruptive as a result of his conflict in the classroom, a student will be walked to the coordinator/counselor's office where he/she will be counseled by the coordinator or program supervisor. The student will then, upon counseling, be allowed to either return to his room or be placed in the crisis room for no longer than one hour. While a student is in the crisis room, he may not earn any points towards his general banking account. Duration in the crisis room is not predicated on accumulation of earned points. It is simply on the basis of the coordinator's subjective evaluation based on a counseling session, in preparation to leave the crisis room.

K. Workroom

The workroom serves as an internal disciplinary detention center for minor and attitudinal disciplinary violators. The workroom provides for little visual stimulation outside of the actual academic work that the student is engaged in.

The teacher, teacher's aide or counselor accompanies a student who has been referred to the work room with a written referral in duplicate from the teacher which includes the time, reason and amount of points needed to be earned during academic work.

The students are explained how many points they need to earn while in the workroom in order to return to class. Students are explained the rules of the workroom as follows:

1. No lavatory pass without the consent of the workroom teacher.
2. Lavatory pass costs ten points which is deducted from the students' bank account.
3. Any attempt to leave the workroom means an additional 20 points must be earned in the workroom.

4. A student receives points only when they are doing the prescribed academic work and/or alternate work.

Students have their behavior modification sheet posted next to them in order to note points every 15 minutes. If a student refuses to remain in the workroom, he/she is externally suspended. When a student returns from external suspension, they are required to go to the workroom and earn 60 points. After having earned the 60 points, the student returns to his/her classroom. The workroom teacher, at the end of each day, posts a list in the teachers room of who will be returning to the workroom the following day, with the approximate amount of time required to complete the referral. When a student has been in the workroom any time during the week, they are not permitted to attend the following activities that week: YMCA trip, Behavior Modification field trip, or classroom field trip. Any student who does not receive any referrals to the workroom for a week will receive a bonus of 50 points on Friday.

L. Contract

Through a systematic application of behavior modification principles, coupled with the care and dedicated efforts of our professional staff in a therapeutic setting, we begin to see students who are developing more positive behaviors and dropping his/her previous negative behaviors. After eight months of consistent positive behavior and when the student appears ready for partial mainstreaming, a contingency management contract is established. To obtain a contract, the student must meet strict requirements. His/her attendance must not be significantly different from the expected attendance of the newly assigned class. The student's classroom performance must be on target with his IEP. The student must have no referrals to the workroom and no external

suspensions. The student must earn a consistent amount of points which matches the occupational area to which he is assigned.

The contract represents the beginning steps toward returning the student to a regular instructional program. The student may contract to attend the Young Center, an employment orientation program also sponsored by the Salem County Board for Vocational Education, or the Career Center, an advanced Vocational School emphasizing intensive skill instruction.

It should be emphasized that the opportunity to attend a share-time vocational program becomes a significant motivational force and at times replaces the motivation to return to the regular high school program. However, for a permanent placement in a vocational program, the student must return to his regular high school program on a half-day basis.

M. Educational Team

Another unique concept of Project ADVANCE is the educational team. This team is not synonymous with the Child Study Team, although members of the Child Study Team may be part of the educational team. Rather, membership on the educational team is based on personal interest in the student. In this context, members may include relatives other than parents, such as a sister or a grandmother, and adult friends, such as a shop teacher, coach, cafeteria worker or bus driver. The purpose of the educational team is to create attention around the student both inside and outside school, promote a consistent strategy and establish a communications system, or a two-way alert, between members of the team.

N. Absenteeism Policy

Project ADVANCE has developed a unique method for dealing with

a problem that all schools face: absenteeism. Recognizing that even the best program cannot succeed when a student is not in school to receive the benefits, we have instituted specific steps.

1. First day of absence - secretary calls parents and student's home school.
2. Second day of absence - educational team is notified.
3. Third day of absence - letter is sent to educational team and school and social worker visits home.

We believe these efforts represent a unique attempt to impress upon the student that he/she is expected and wanted in school and that absence is the exception and not the rule.

O. Parent Survey Summary

A questionnaire was developed and sent by mail to all parents of students who were currently enrolled in Project ADVANCE as of June 1, 1977.

The questionnaire consisted of 16 questions concerned with their child's behavior and attitudes toward family, peers, and school.

The questionnaire was sent with a letter explaining why we were seeking the parents response and directions for completing the form. It was sent in a blank envelope with a self-addressed stamped envelope. There were 44 questionnaires sent and 40 were returned, which was a 90.0% response.

Results:

Areas that Project ADVANCE had made a significant improvement in were considered a quality rating of good, 70% or higher.

Question 1 - 80% of the parents felt that their child returned home promptly, with 80% stating this had improved

since attending Project ADVANCE.

Question 4 - 73% of the parents felt their child's dress was rated good, with 100% improvement.

Question 6 - 82% of the parents rated their child good for not cursing towards parents, with a 60% improvement.

Question 8 - 100% of the parents rated their child good for not having physical aggression towards parents with a 60% improvement.

Question 10- 70% of the parents rated their child good for not destroying property with 83% improvement.

Areas where continued improvement needs to be targeted were considered any quality rating less than 70% in the "good" quality. The areas that need improvement are as follows: obeying rules, completing tasks around the house, talking back to parents, cursing at peers, physical aggression towards peers, controlling ones temper, politeness towards family and peers, and lying to parents. Four of these areas demonstrated 86% to 100% improvement, even though they are not above the 70% good quality range. The significantly improved areas are as follows: talking back, physical aggression towards parents, controlling ones temper, and politeness towards peers.

The last two questions were overall views of the parents towards their child's satisfaction with the program and their own. The parents felt that 73% of the children would rate Project ADVANCE as a good school and 90% of the parents rated Project ADVANCE as helping their child's behavior and attitude to improve. It is significant to note that only one parent felt that their child's behavior remained the same and none felt it had deteriorated.

III. Summary

A. Academic Evaluation

In order to assist in evaluating the academic progress of the students at Project ADVANCE in the first year, two tests were administered in September and June. The first test consisted of a mathematics quiz developed by the Career Center staff, which included math skills that would be necessary to succeed in any of their vocational programs. This same test was administered to all students of S.C.V.T.S. Career Center and Young Center. The second test that was administered was the Test of Adult Basic Education, or TABE, Levels E, M, and D. TABE series is more than a battery of achievement tests. It is a complete system for testing students on three levels. This test was developed from the CAT, eliminating any suggestion of grade or difficulty level. Our particular student population is extremely conscious of the fact that they are not working at the grade level they are enrolled in at the high school. Therefore, we needed a test that would conceal grade level. This same test could be used as a guidance tool for students who desired to take the High School Equivalency Test. These students would need to receive a grade level of 10.5 to pass this exam. No other tests were used by the teachers for pre and post testing in their classrooms.

Methods: The math test was administered by the teachers in their classroom. Each teacher received information on the administration methods. All students were given as much time to complete the test as necessary.

The TABE test was administered by the counselor in each of the classrooms. The test was administered according to the directions in the examiners manual. Level E was administered to one student in Grade

Level 2 and Grade Level 4. Level M was administered to the majority of students, ranging from Grade Level 4 to Grade Level 8. Level D was administered to only one student who was above Grade Level 8. Our guidelines for Grade Level were extracted from the Child Study Team's evaluation.

The September administration was administered in two sessions, approximately two hours in the morning and one hour in the afternoon, since the student's attention span was limited. The June administration was given in one 2½ hour test period without difficulty or disturbance.

Results: We would like to preface the results with a statement concerning emotionally disturbed youths. It is very difficult to test these students in a group situation and difficult to predict their emotional stability for that day. Therefore, I anticipated several students having erratic unexplainable scores, such as a drop of 5% or more.

The results of the math test were developed from seven students who were enrolled in Project ADVANCE for the complete year. The average score on the September administration was $\bar{X}$ = 58% and the June administration was $\bar{X}$ = 59%, not a significant increase. It is important to note that two students scores decreased, 12% and 25% respectively. These two students had encountered additional severe emotional difficulty; one was going to be incarcerated, and the other had recently faced the death of his father. It is necessary to view the results on an individual level. For example, Student No. 6 made significant progress of 14% above his first test. He was extremely motivated towards returning to high school and worked diligently on his academic work. He achieved his goal of returning full time to

high school in the Fall of 1977.

The TABE test results were developed from ten students who had been enrolled in Project ADVANCE from September to June. The scores are given in three areas; Reading, Arithmetic, and Language Skills.

The average leading score for September was 5.5, and in June - 5.86, which is not a significant increase. Six students decreased from the September to June Administration. The counselor spoke to several of the students to understand the reason why and it appeared to be low motivation.

The average Arithmetic score for September was 6.01, and June 6.4, which is not a significant increase. Four student's scores decreased from September to June administration. These students scores decreased only by two to five grade months, which can be accountable to chance. During counseling all of these students stated they had tried their best on this section of the test.

The average Language score for September '76, was 4.84, and in June - 6.12, a significant increase. These scores represent the greatest overall growth, since eight students scored higher on the second administration. The two students whose scores decreased were only one month lower, which is significant.

B. Behavior Evaluation

In conjunction with the first baseline of behavior taken in October, a second baseline was taken in June to evaluate progress.

The results indicate:

A. There is significant decrease in the overall number of violations for all students over a ten day period between October and June.

B. There is a marked decrease in the number of violations committed in all five of the target behaviors between October and June.

C. There was a 77% decline in the students' inappropriate behavior between October and June.

This table shows the average number of tokens earned by the total school population for a one week period. If the average fell below 85 tokens, then we considered the students to be functioning similar to that of a Residential population. If the average fell within the 85-115 range we felt that was acceptable for the Project ADVANCE student. When the total school performance averaged greater than 115 tokens, then the school as a whole, was functioning on a level similar to the Sending Districts.

Results:

1. The range of performance for the school ran from 79 to 107. The mean for all 15 weeks was 92 tokens.
2. During the 15 weeks in which data was kept, the total school population functioned on a level similar to Residential students only twice or 13% of the time.
3. At no point during the 15 weeks did the population function at a level equivalent to the Sending Districts.

Results:

1. In Class I the range of tokens earned each week went from range 74 to 106. The average over 15 weeks was $\bar{X} = 90$.
2. In Class I the students functioned on a level equivalent to Residential students three times.
3. At no time did the students, as a class, reach a weekly level equivalent to students from the Sending Districts.

Table III, IV, and V represent the results of 15 weeks data collected in each of the three classrooms. They show the average number of tokens earned each week by the students in the class. The results are noted after each table.

This has been a description of the 1976-77 program at Project ADVANCE. We have made some minor variations this year. However, the program remains fundamentally as it was originally established. The real strengths of the program lie in the consistent application of behavior modification principles and the plan of generalization of behavior. Project ADVANCE continues to be a successful alternative educational model for secondary emotionally disturbed students. In the words of Douglas Madlock:

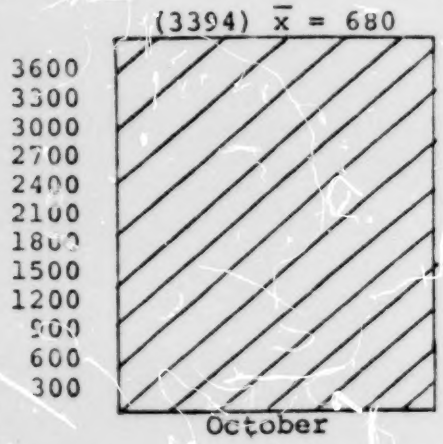
Be the Best of Whatever You Are

If you can't be a pine on the top of the hill,
Be a scrub in the valley
But be
The best little scrub by the side of the rill
Be a bush if you can't be a tree
If you can't be a highway
Just be a trail
If you can't be a sun
Be a star
It's not by the size that you win or lose
Be the best of whatever you are.

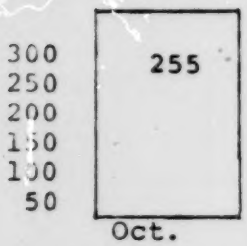
TABLE I

BASELINES EVALUATIONS

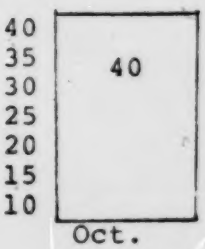
(Number of violations committed by a sample of 10 students over a five day period) (October, 1976)



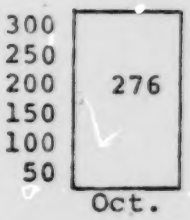
Verbal Acting Out



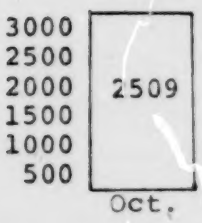
Leaves Area



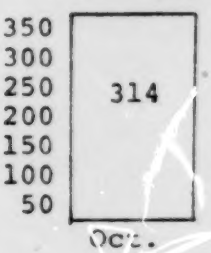
Physical Aggression



Distracting Behavior

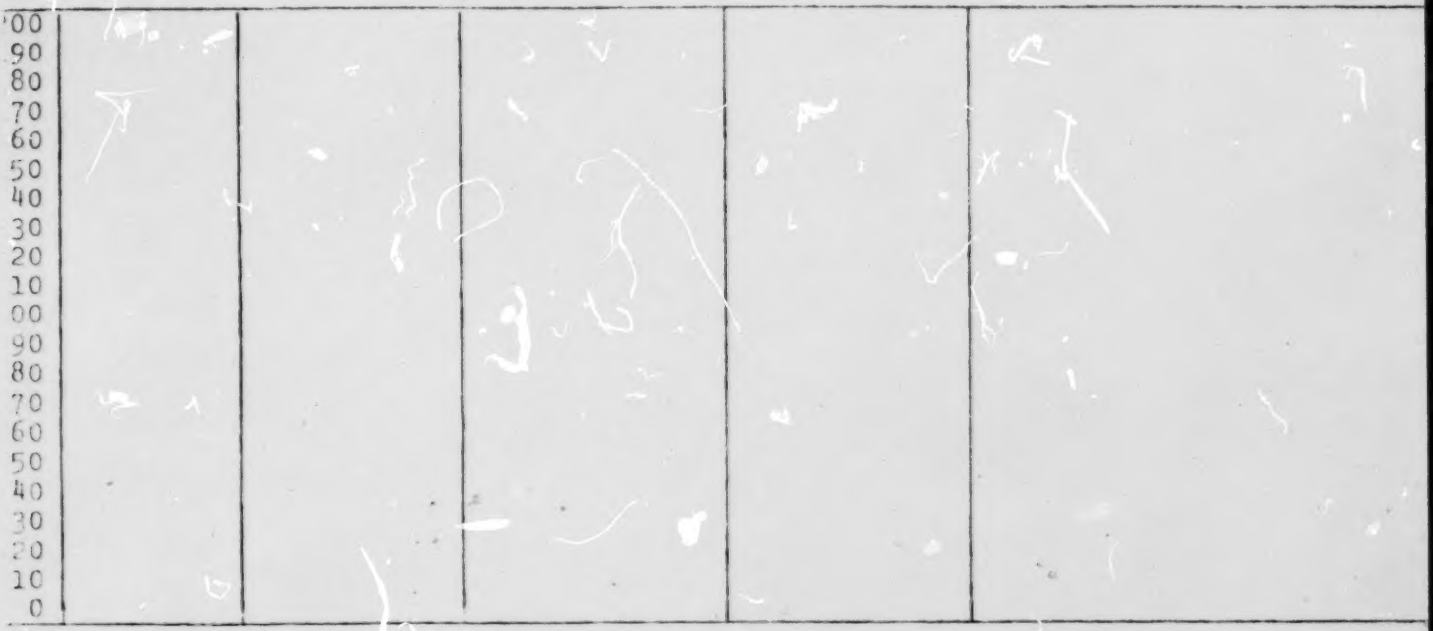


Stays with Assignments



STUDENT WEEKLY POINT SHEET

Name _____ Date _____



BANK ACCOUNT

AST WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

THINGS I PURCHASED

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

1. My child returns home promptly when he/she is told to do so.
   (1) good (2) fair (3) poor

2. My child obeys the rules of our home.
   (1) good (2) fair (3) poor

3. My child completes work that he is asked to perform around the home without being told several times.
   (1) good (2) fair (3) poor

4. My child dresses neatly and clean.
   (1) good (2) fair (3) poor

5. My child does not talk back to his parents.
   (1) good (2) fair (3) poor

6. My child does not curse or use obscene language towards his parents.
   (1) good (2) fair (3) poor

7. My child does not curse or use abusive language towards his sisters, brothers and/or friends.
   (1) good (2) fair (3) poor

8. My child does not try to physically strike his/her parents.
   (1) good (2) fair (3) poor

9. My child does not try to physically strike his/her brothers, sisters, and/or friends.
   (1) good (2) fair (3) poor

10. My child does not destroy property in the home or outside the home.
    (1) good (2) fair (3) poor

11. My child has an even disposition, he/she does not become angry easily.
    (1) good (2) fair (3) poor

12. My child demonstrates self-control when he/she is in a situation that could be provoking.
    (1) good (2) fair (3) poor

13. My child is polite towards his parents
    (1) good (2) fair (3) poor

14. My child is polite towards his/her sisters, brothers, and/or friends.
    (1) good (2) fair (3) poor

15. My child does not lie to me about things he/she has done outside of the home.
    (1) good (2) fair (3) poor

16. My child is satisfied with attending Project ADVANCE
    (1) good (2) fair (3) poor

_____
Parent Signature

SALEM COUNTY VOCATIONAL TECHNICAL SCHOOLS

Project ADVANCE

TABE Pre and Post Test Results

Student	READING		ARITHMETIC		LANGUAGE	
	Sep/76	June/77	Sep/76	June/77	Sep/76	June/77
1	5.5	5.0	6.1	6.6	3.3	7.1
2	6.9	6.1	5.5	6.4	4.0	4.6
3	2.0	5.3	5.6	5.5	4.6	5.0
4	6.2	5.9	7.5	7.3	7.4	7.3
5	5.5	5.2	6.7	5.2	5.4	5.5
6	5.7	6.5	6.2	6.5	4.2	4.1
7	6.1	6.8	6.8	6.3	3.9	5.9
8	6.2	5.7	5.1	6.6	6.6	7.0
9	3.2	7.1	5.3	6.8	4.0	7.7
10	7.7	5.0	5.3	6.8	5.0	7.0
AVERAGE - $\bar{X}$	5.5	5.86	6.01	6.4	4.84	6.12

SALEM COUNTY VOCATIONAL TECHNICAL SCHOOLS

Project ADVANCE

MATH TEST

Student	9/76	6/77
1	79%	81%
2	66%	54%
3	48%	59%
4	14%	23%
5	75%	82%
6	68%	82%
7	55%	30%
AVERAGE	58%	59%

TABLE I

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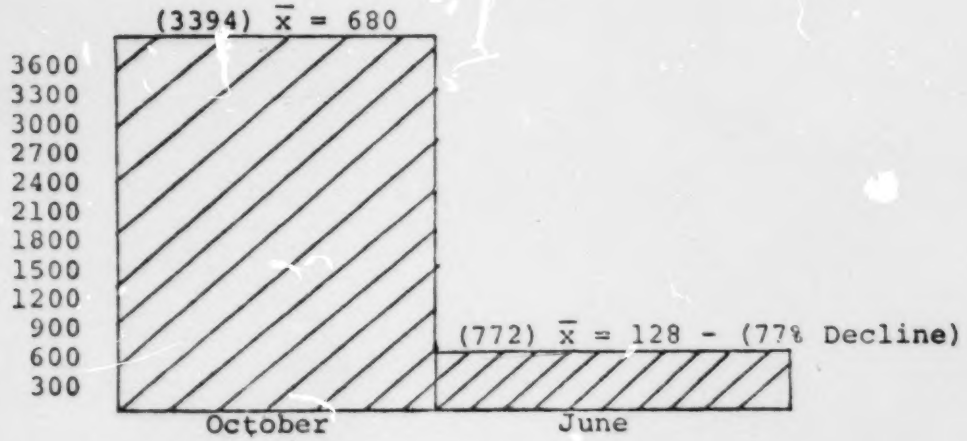
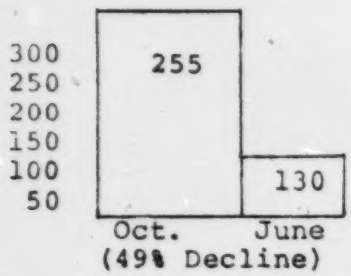
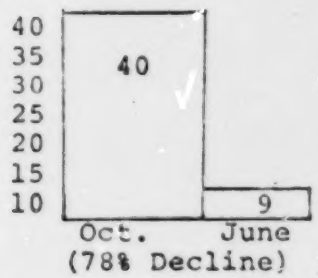


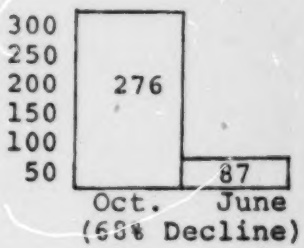
Verbal Acting Out



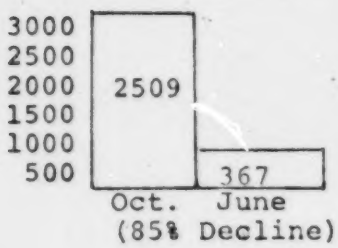
Leaves Area



Physical Aggression



Distracting Behavior



Stays with Assignments

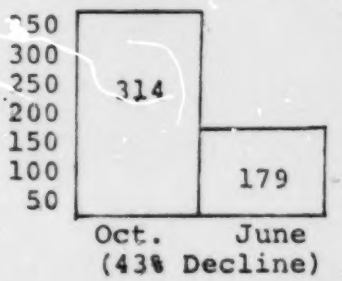
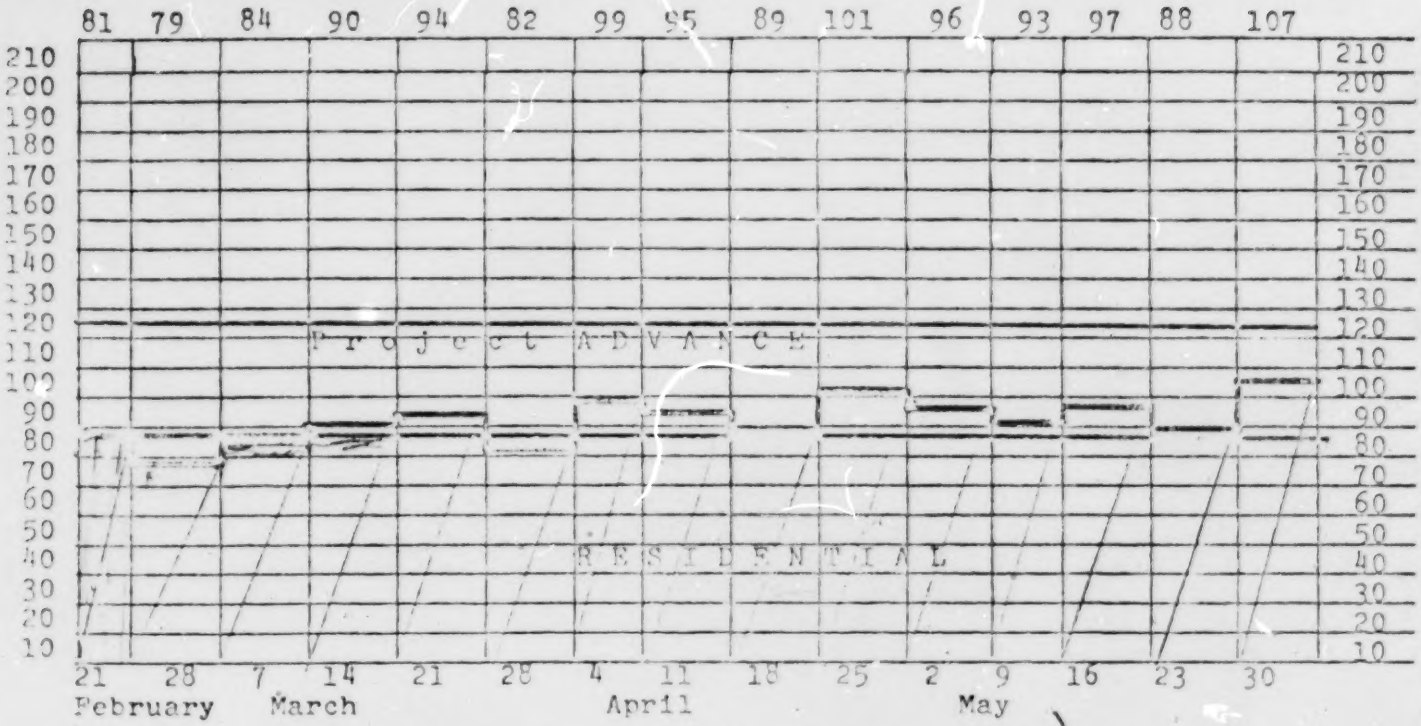


TABLE II

TOTAL SCHOOL PERFORMANCE WITH BEHAVIORAL SYSTEM



This table shows the Average number of tokens earned by the total school population for a one week period. If the Average fell below 85 tokens, then we considered the students to be functioning similar to that of a Residential population. If the Average fell within the 85-115 range we felt that was acceptable for the Project ADVANCE student. When the total school performance averaged greater than 115 tokens, then the school as a whole, was functioning on a level similar to the Sending Districts.

RESULTS:

1. The range of performance for the school ran from 79 to 107. The mean for all 15 weeks was 92 tokens.

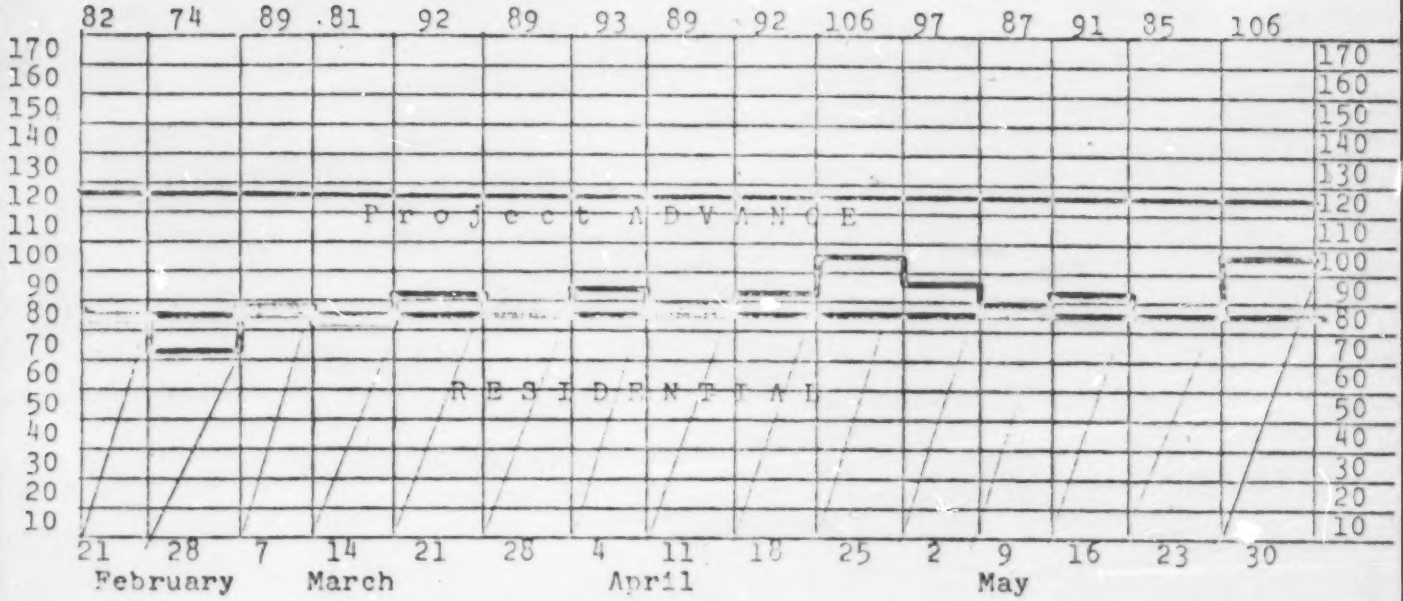
2. During the 15 weeks in which data was kept, the total school population functioned on a level similar to Residential students only twice or 13% of the time.

3. At no point during the 15 weeks did the population function at a level equivalent to the Sending Districts.

TABLE III

CLASSROOM PERFORMANCE (Total Points Earned)

Class I



RESULTS:

1. In Class I the range of tokens earned each week went from range 74 to 106. The average over 15 weeks was $\bar{X}$=90.

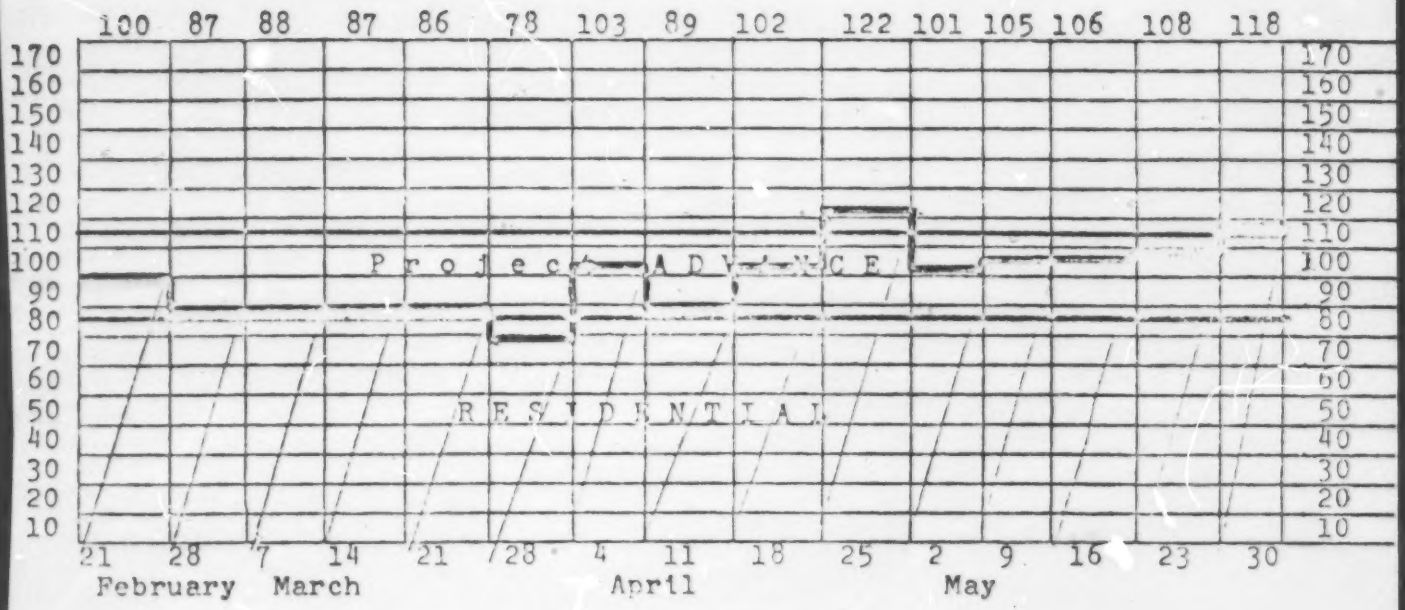
2. In Class I the students functioned on a level equivalent to Residential students three times.

3. At no time did the students, as a class, reach a weekly level equivalent to students from the Sending Districts.

TABLE IV

CLASSROOM PERFORMANCE (Total Points Earned)

Class II



RESULTS:

1. In Class II the range of tokens earned each week went from range 78 to 122. The mean average of tokens over the 15 weeks was $\bar{X}$=99.

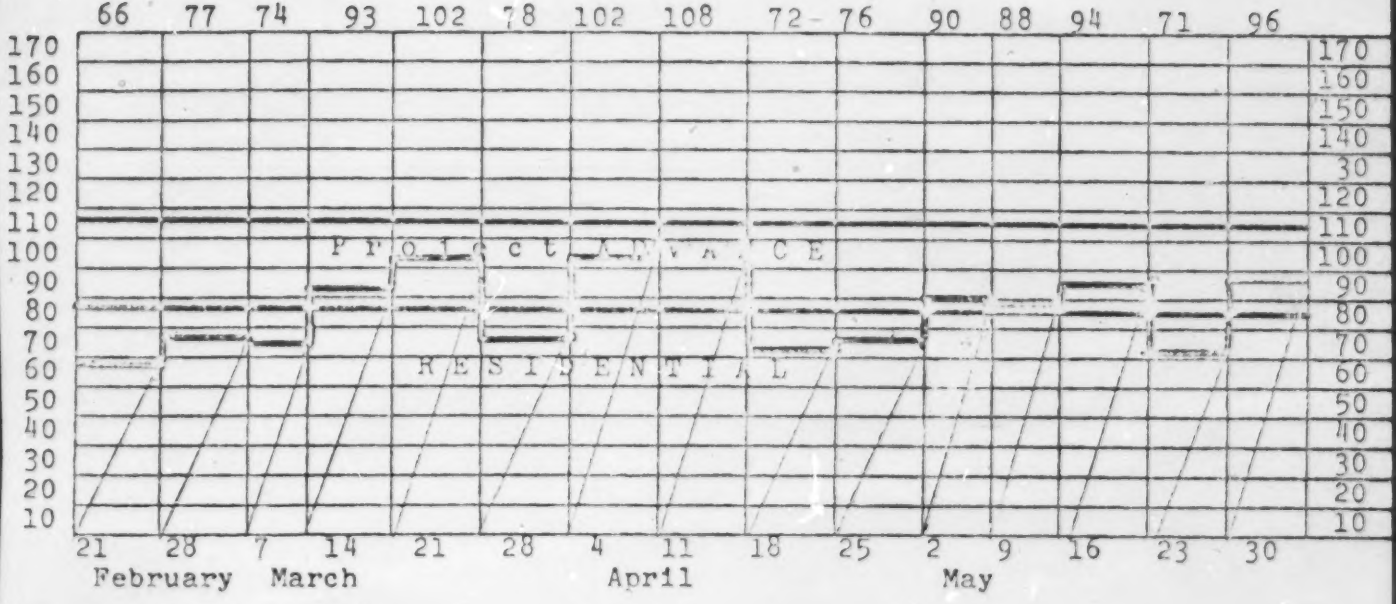
2. In Class II the students functioned on a level equivalent to a Residential population only one time.

3. Twice during the 15 weeks the students demonstrated, through the accumulation of tokens, a level of behavior equivalent to the Sending District Schools.

TABLE V

CLASSROOM PERFORMANCE (Total Points Earned)

Class III



RESULTS:

1. In Class III the range of tokens earned each went from range 66 to 108. The mean average or scores over the 15 week was $\bar{X}$=86.

2. In Class III the students functioned on a level equivalent to Residential students seven times.

3. At no time did the students, as a class, reach a weekly level equivalent to students from the Sending Districts.